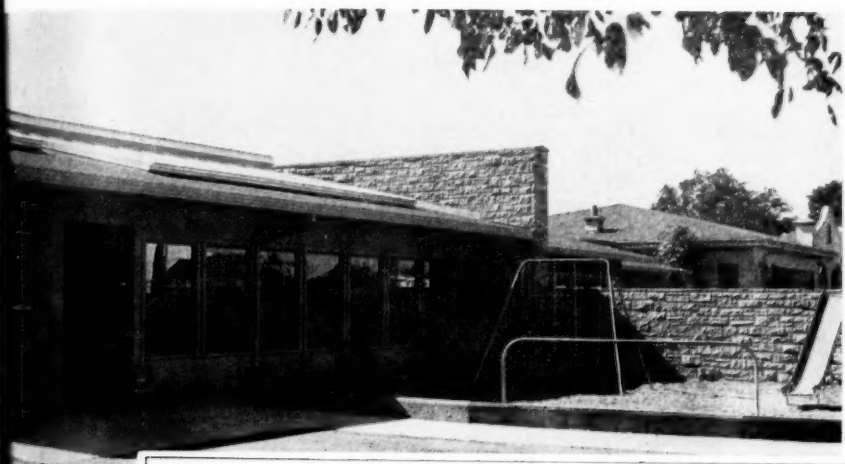
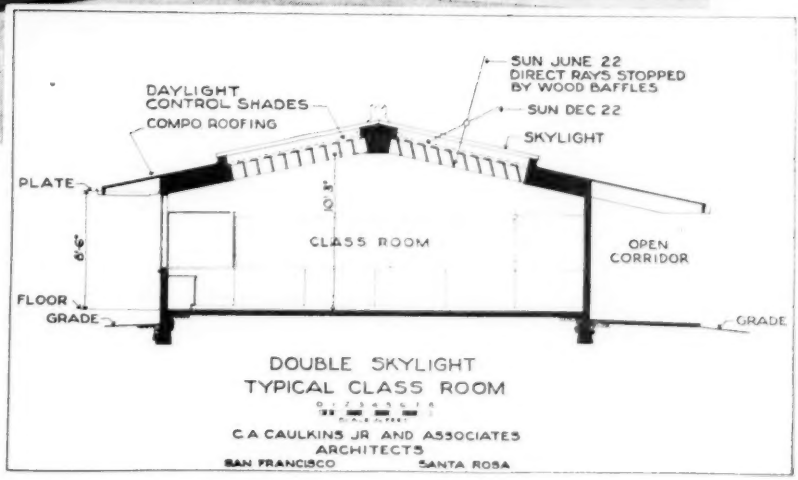
CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION



ROSELAND
SCHOOL
SANTA ROSA



LIBRARY
MAR 4 1954
COLLEGE OF THE PACIFIC

FEBRUARY, 1954

CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION

VOLUME XXII FEBRUARY, 1954 NUMBER 3

The California Journal of Elementary Education is published quarterly in August, November, February, and May by the California State Department of Education. It is distributed without charge to school officials in California primarily concerned with the administration and supervision of elementary education and to institutions engaged in the training of teachers for the elementary school. To others the subscription price is $1.00 a year, the price for single copies is 30 cents. Subscriptions should be sent to the Bureau of Textbooks and Publications.

Entered as second-class matter September 13, 1932, at the Post Office at Sacramento, California, under the Act of August 24, 1912.

EDITORIAL BOARD

ROY E. SIMPSON, Superintendent of Public Instruction
JAY DAVIS CONNER, Associate Superintendent, and Chief, Division of Instruction
HELEN HEFFERNAN, Chief, Bureau of Elementary Education
IVAN R. WATERMAN, Chief, Bureau of Textbooks and Publications

□

CONTENTS

		Page
Editorial Comment and News Notes		129
The Education of Gifted Children	*Helen Heffernan*	135
The Education of Children With Special Abilities	*Lloyd Bevans*	141
A Basis for Character Education—A Study of the Problem by Teachers and Parents in a School District	*William G. Woolworth*	145
Toward a Brighter Future	*Rae G. Miller*	165
After Kindergarten	*Mrs. Beulah Muir*	171
Social Attitudes of Children Revealed by Responses to Television Programs	*Lloyd Scott*	179
It Happened at Progress Corners	*Mary C. Evans*	185
Strengths and Resources in the Democratic School	*Helen Heffernan*	194

EDITORIAL COMMENT AND NEWS NOTES

Committee to Study Teacher Recruitment Problems

Roy E. Simpson, Director of Education, has appointed a departmental committee to study California's teacher shortage and recommend a program of action to help solve the problem. Co-chairmen are Jay D. Conner, Chief of the Division of Instruction, and J. Burton Vasche, Chief of the Division of State Colleges and Teacher Education. The committee, whose members represent major units in the State Department of Education, recommends that the Department undertake the following activities:

1. Work with lay and professional organizations to encourage the establishment of programs of activities that will help solve the problem of the teacher shortage.
2. Hold regional conferences on teacher shortage in selected centers early in 1954.
3. Use press, radio, and television to keep the problem before the public.
4. Prepare a brief folder for enclosure in letters from the Department and for distribution at professional meetings and meetings of lay groups with special interest in education.
5. Draft a proposal for establishment by the State Legislature of a teacher-education scholarship fund.

Requirements Being Drafted for Provisional Teaching Credentials

Legislation passed at the last session of the State Legislature provides that emergency credentials may no longer be issued after July 1, 1954, and that the State Board of Education may establish provisional type credentials to cover those fields which may be short of qualified regularly credentialed teachers.

Superintendent of Public Instruction Roy E. Simpson has established a state-wide committee to study and to recommend standards for provisional credentials in the various fields of shortage at the elementary and secondary levels. The committee held its first meeting November 3, 1953, in Sacramento. Proposed recommendations are being discussed by school administrators and college and university personnel. Final recommendations will be submitted to the State Board of Education at its April meeting.

The committee consists of four school administrators representing city school districts and offices of county superintendents of schools, three representatives from accredited teacher education institutions (one from the state university, one from the state colleges, one from a private university), two representatives from each of the following associations—California Teachers Association, California Congress of Parents and Teachers, California Elementary School Administrators Association, California Secondary School Administrators Association, and the California Council on Teacher Education, one representative from the California School Trustees Association and six representatives from the State Department of Education.

ANNOUNCE FIFTH ANNUAL HELEN HEFFERNAN SCHOLARSHIP

The California School Supervisors Association announces its fifth annual Helen Heffernan Scholarship. The scholarship has been established in recognition of Miss Heffernan's leadership in education. Purposes of the scholarship are twofold—to recruit qualified persons into the field of supervision and to encourage supervisors to engage in graduate study.

The scholarship consists of a gift of $300 to be awarded annually and a loan, not to exceed $1,000, available in addition to the gift. The loan is to be paid back, without interest, over a four-year period.

Full-time graduate students or persons contemplating graduate work who are interested in applying for the scholarship may secure application forms by addressing Ruth Overfield, Secretary, California School Supervisors Association, Court House, Susanville, California. Applications and letters of recommendation must be filed not later than March 1, 1954.

TAFT PUBLIC SCHOOLS RADIO SERIES

The Taft public schools held their first series of school radio programs last year to bring a closer association between the schools and the public. Programs were heard on Thursdays each week over Station KTKR in Taft. Because of the enthusiasm expressed by parents, plans are being made to continue the series, Milton G. Ross, Superintendent, Taft Elementary School District, reports. "After Kindergarten," appearing in this issue of the *Journal,* was presented as one of the series by Mrs. Beulah Muir, first-grade teacher.

COVER ILLUSTRATIONS

The photograph and architect's drawings of the Roseland School, near Santa Rosa, which appear on this month's cover, were furnished by C. A. Caulkins, A.I.A., of Santa Rosa. The new school is located in a rapidly growing section. The old four-room school was on a site of approximately three acres of ground. The new school grounds, which cover ten acres, make available adequate space for classrooms that may be needed in the future and space for various types of physical education activities.

READOPTION OF TEXTBOOKS IN HISTORY AND GEOGRAPHY

Basic textbooks and supplementary textbooks in history and geography were readopted for grades five and eight for a one-year period beginning July 1, 1955, and ending June 30, 1956, by the State Board of Education at its regular quarterly meeting, October 29 and 30, 1953, held at California State Poly-

technic College, San Luis Obispo. The action was taken on the recommendation of the State Curriculum Commission.

BASIC TEXTBOOKS

History, grade 5

My Country, by Merlin M. Ames, Jesse H. Ames, and Odille Ousley, published by Webster Publishing Company

History, grade 8

United States of America, by C. H. McClure, and W. H. Yarbrough, published by Laidlaw Brothers, Inc.

Geography, grade 5

The American Continents, by Harlan H. Barrows, Edith Putnam Parker, and Clarence Woodrow Sorensen, published by Silver Burdett Company

SUPPLEMENTARY TEXTBOOKS

History, grade 5

UNITEXT BOOKLETS, published by Row, Peterson & Company
New England Colonial Days, by Marcelle Laval Duffe
New Amsterdam Colonial Days, by Marcelle Laval Duffe
Southern Colonial Days, by Marcelle Laval Duffe
Prairie Children, by Gina Allen
On the Oregon Trail, by Gina Allen
Down the Santa Fe Trail, by Frances Cavanah
Story of Democracy, by Harriet Bunn
Accompanying Teacher's Manual entitled *Life in Expanding America*

History, grade 8

OUR FREEDOMS SERIES, by Chester S. Williams, published by Row, Peterson & Company
The Rights We Defend
Right of Free Speech
Liberty of the Press
Religious Liberty
Fair Trial
Accompanying Teacher's Manual entitled *Teaching Democracy*

ADOPTIONS OF TEXTBOOKS AND TEACHER'S MANUALS

The State Board of Education at its regular quarterly meeting held at Los Angeles, January 4 and 5, 1954, took the following actions regarding adoption of textbooks.

Adoption of Supplementary Textbooks in History and Geography. On recommendation of the State Curriculum Commission, the Board adopted three books on Life in Mexico, written by James Mitchell Clarke under the direction of the

State Curriculum Commission, as supplementary textbooks in history and geography for use in grade six. Books will be distributed on the basis of one copy for each three pupils, for a period of not less than six years nor more than eight years beginning July 1, 1954. Books adopted were:

The Adventures of Nicolas
Luis of Guadalajara
The People of Mexico—A History for Children

Adoption of Textbooks and Teacher's Manual in Arithmetic. On recommendation of the State Curriculum Commission, the Board re-adopted the following basic textbooks and teacher's manual in arithmetic for a one-year period beginning July 1, 1956, and ending June 30, 1957.

ARITHMETIC WE USE, by Leo J. Breuckner, Foster E. Grossnickle, and Elda L. Merton, published by The John C. Winston Company

Grade 3
Grade 4
Grade 5
Grade 6

Teacher's Guide for ARITHMETIC WE USE

MATHEMATICS WE USE, by Leo J. Breuckner and Foster E. Grossnickle, published by The John C. Winton Company

Book 1
Book 2

Answer books for each of the above textbooks

CALL FOR BIDS FOR TEXTBOOKS IN HISTORY AND GEOGRAPHY

On recommendation of the State Curriculum Commission, the State Board of Education authorized the issuance of a call for bids on basic and supplementary textbooks in history and geography covering subjects as indicated and for grades and adoption periods as indicated in the following list:

For adoption periods of not less than six years nor more than eight years beginning July 1, 1957

GRADE 4

Basic Textbook

A unified treatment of the history and geography of California

Supplementary Textbooks

1. A major phase or combination of major phases of the history or geography of California
2. The Orient and islands of the Pacific, including China, Japan, Hawaii

For adoption periods of not less than six years nor more than eight years beginning July 1, 1956

GRADE 5

Basic Textbooks

1. History of the United States
2. Geography of the United States
3. Combined treatment of the history and geography of the United States

Supplementary Textbooks

1. A major phase or combination of major phases of the history or geography of the United States
2. American heroes and holidays

GRADE 6

Basic Textbooks

1. History of the peoples of the Western Hemisphere (excluding the United States)
2. Geography of the Western Hemisphere (excluding the United States)
3. Combination of history and geography of the Western Hemisphere (excluding the United States)

Supplementary Textbooks

1. A major phase or combination of major phases of the history and geography of the Western Hemisphere
2. Transportation, with emphasis on aviation
3. Communication, with emphasis on the history of records

GRADE 7

Basic Textbooks

1. History of the peoples of the Eastern Hemisphere
2. Geography of the Eastern Hemisphere
3. Combination of history and geography of the Eastern Hemisphere

Supplementary Textbooks

1. A major phase or combination of major phases of the history and geography of the Eastern Hemisphere
2. Modern community life
3. Conservation of natural resources

GRADE 8

Basic Textbooks

1. History of the United States
2. Geography of the United States
3. Combined treatment of the history and geography of the United States

Supplementary Textbooks

1. Development of democracy
2. Life in a democracy

THE EDUCATION OF GIFTED CHILDREN

HELEN HEFFERNAN, *Chief, Bureau of Elementary Education, California State Department of Education*

Giftedness as used herein refers to the potentialities of that small per cent of children whose intellectual capacity is sufficiently great that they may be capable of making significant contributions to the betterment of life. The Educational Policies Commission states that this highly endowed group represents approximately 1 per cent of the total population. If we accept this statement and assume that gifted children are distributed equally among the general population, an elementary school teacher may expect to have in his class but one truly gifted child within a three-year period.

Whether or not this estimate of frequency in which gifted children will likely appear in a teacher's class is accurate, teachers need to be ever watchful for indications of outstanding intellectual capacity. When properly motivated, children with outstanding ability complete school work much ahead of others. They deal well with abstractions, often learning readily from the printed page what others learn from concrete experiences. They may or may not be socially well adjusted, depending on the previous guidance they have received and on the quality of their earlier social contacts.

When a teacher recognizes in a child unusual capacity for intellectual attainment, a case study is needed to gather data to use for proper classification and for program adjustments. The case study should include a review of the data recorded on cumulative records, interviews with teachers, conferences with parents, and consideration of intelligence and achievement as measured by standardized tests. Gifted children usu-

ally make scores on intelligence tests that indicate they have IQ's of over 140. Although intelligence test results provide a valuable index to a child's intellectual capacity, generally they are only one index to intellectual capacity. They have what might be referred to as "operational validity."

Educational Aims for Gifted Children

Educational aims for gifted children are fundamentally the same as educational aims for all children, namely, (1) the maximum development of individual capacity for self-realization, and (2) the maximum development of individual capacity for contributions to group welfare. Certain extensions of this concept apply particularly to the education of gifted children. Gifted children need opportunity to (1) increase their range of knowledge and skill, (2) develop their initiative and creativity, (3) exercise their innate mental alertness, (4) build an attitude of critical thinking, (5) develop ability to work independently, (6) and develop capacity for leadership.

Certain principles of curriculum construction should be employed in developing programs of education for all children whether gifted or not. These may be summarized by stating that varying needs, interests, and abilities should be recognized and provided for in the curriculum. Certain extensions of this concept apply particularly to gifted children. If a child possesses unusual intellectual capacity and is to profit to the maximum extent from experiences in school, he needs a rich, varied, and extended curriculum, an environment arranged to stimulate interest in many areas, ample opportunity to be creative in his environment, a positive program of ethical training, drill and practice without meaningless repetition, and ample opportunity for observation and practice of democratic living.

Flexible Instruction Plan Needed

A flexible plan of instruction is needed, particularly in the content areas. Since gifted children are more capable of independent work than are others, instruction organized around

experience units offers an ideal method by which to teach them. In a schoolroom in which this method is used, a gifted child is one of a group which embarks upon a study of a broad area of human experience. During group planning, a gifted child will indicate interest in research or interest in a particular phase of the topic selected for study. He may agree to find specific answers to questions raised by a group. In order to do research well, the child should receive training in the proper use of reference material. A well-stocked library is essential. Lessons on the use of a card index, table of contents, book index, glossary, and encyclopedias help to improve a gifted child's ability to work independently.

Certain reading skills are needed by gifted children early in their school experience. They need to learn to skim, take notes, summarize, predict outcomes, and draw conclusions. Study trips to museums, industrial plants, and places of interest in the community augment information they receive from books. Wide and varied recreational reading provides gifted children with joyful and profitable experiences. In reading they need help to become discriminatory in their selection of material. Once a child has been guided in his exploration of literature, he needs time for reading. He needs encouragement and opportunity to state his conclusions regarding content and the role of various characters.

Good work habits are needed by all children. A foundation of good work habits must be laid early in a child's school experience. Since gifted children learn easily, superficial learning is likely to result unless teachers constantly endeavor to make certain that they are working to capacity. Teachers will be of service to gifted children if they hold them to the high standards of which they are capable.

Gifted children need academic as well as nonacademic experiences. For example, art is inherent in our surroundings. Children need sensory experiences before they can obtain emotional release through creative expression. It may be necessary to explain the application of art to children who have little

artistic ability. Beauty in modern automobiles, preferences in clothing, design, color, and arrangement of furniture illustrate practical applications of modern art. Originality may be fostered through the writing of stories, poems, plays, or through any medium wherein interest is aroused.

Social Responsibility to be Encouraged

Activities of various kinds entered into for the benefit of a group give children lessons in democratic living. Lest gifted children become isolated from others, effort should be made to have them assume the social responsibility of which they are capable. They can be encouraged to suggest ways of improving daily living at school and to extend this thinking to family and community relationships.

A few examples may be cited to indicate ways in which gifted children may contribute to the improvement of daily living at school. They can derive skill for group leadership and contribute to the welfare of a group if they are provided with opportunity to lead groups of pupils such as those who participate in the school council or those who meet on the playground. They may lay out areas for games, care for equipment, serve on the safety squad, and help train new members of the safety squad. They may assist with office work and receive valuable experiences in directing visitors, distributing notices, and answering the telephone. Within a schoolroom, a gifted child may assume the duties of a librarian or be the curator of exhibits, custodian of picture files and other materials. These duties which contribute to the welfare of a group are not merely devices to keep a gifted child occupied while the teacher works with other members of a group. They are distinct opportunities for needed training in social responsibility.

A gifted child is in need of guidance. He needs help, as do most people, in understanding himself. He tends to underestimate his own abilities. His reading should be directed occasionally toward the fulfillment of developmental tasks. If he is confronted with a personal problem, he should be able to in-

ventory resources within himself which will enable him to deal successfully with the problem. A gifted child should be encouraged to compare his present status with his previous achievement. A child who identifies himself with a statesman or inventor can note the drive, self-direction, and perseverance needed for outstanding achievement. Conceit is not wanted, but a gifted child should recognize his talents.

Marked intellectual capacity is but one of several assets needed for living a good life. Emotional stability and social adjustment are among those also needed. Gifted children should therefore be helped to become emotionally and socially well adjusted as well as given the opportunities they need to develop their intellectual capacities.

GIFTED CHILD NEEDS CHALLENGE

The teacher needs to challenge a gifted child without singling him out from other members in a group. The child should be urged to broaden and deepen his knowledge in areas of interest. The teacher should provide a rich and stimulating environment, including a wealth of audio-visual materials. Attention should be directed to current events, to worth-while television and radio programs. A gifted child should be challenged by questions which require him to think and to seek information.

In summary, a school program should provide for the identification of gifted children, provide opportunity for gifted children to develop to the maximum, guide them in the utilization of all opportunities, and help them acquire personal integrity.

THE EDUCATION OF CHILDREN WITH SPECIAL ABILITIES

LLOYD BEVANS, *Consultant in Elementary Education, California State Department of Education*

Before considering the education of children with special abilities as if they constitute a separate segment of a total school population, let's look briefly at one theory of the nature of human abilities. A wide range of ability can be found among people. This is fortunate, for a variety of abilities is needed in a modern, complex society.

Ability is generally considered to be unusual, outstanding, or exceptional if it meets the need of a particular society at a specified time. In one society epileptics were at one time considered to have some special ability. In other societies, outstanding physical stamina and prowess have at times been considered to be more important than other abilities. Within our society, certain changes have occurred since the turn of the century which have caused more recognition to be given to certain abilities than were given to them before. Generally, modern society tends to attach great value to ability or giftedness that enables an individual to invent or to otherwise advance the modern machine age. But it is possible that it may soon become necessary to replace for a time the present emphasis on scientific accomplishment with an emphasis on social achievement that assures the preservation of mankind.

The ability to deal successfully with abstractions is generally valued higher than the ability to handle materials. This value has been created by the emphasis people have placed upon academic achievement. But present-day educators are fully aware that individuals have other abilities that also have great value. They conceive the function of education as one of providing opportunities for every child to develop his abilities so that each may fully enjoy the privileges of the society in which

he lives and contribute to the extent of his ability toward its preservation and betterment. The importance of this attitude is made apparent by the following case studies.

THE TRADITIONALLY GIFTED—ROGER, THE ENGINEER

Roger was considered bright by all of his teachers in a traditional school setting. He seemed to possess an over-abundance of energy and was seldom, if ever, ill. He appeared always to be well nourished, well clothed, and clean. He learned early that he could get more satisfaction, including approval from his parents and teachers, if he directed his energy into certain channels. Generally his energies were channeled to activities which called for the manipulation of abstract data. In school he always seemed to be able to understand relationships better than other children his age. He liked mathematics and was stimulated in the mathematics program at school by repeated success and praise from teachers, fellow students, and parents. Roger went on after graduation to become an engineer. Not only was he a successful engineer, but he lived a happy home life in a community in which he accepted a full measure of responsibility for citizenship activities. Roger is an example of one who possessed ability to understand and manipulate abstract data. In a traditional school setting he was considered to be a gifted individual.

THE SOCIALLY GIFTED—JOHN, THE SALESMAN

John's achievement was average in a school in which the program was described as traditional. John seemed always to be interested in other people. He liked everyone and everyone appeared to like him. His interest in people, his desire to talk and entertain, his social manner, his clean but careless dress, did not place him in a category of "outstanding," "bright," or "gifted" in school. His school achievement was average.

John came from a home which was always open to people in the neighborhood and community. His father was a jolly,

successful business man. He was idolized by John. Both parents encouraged and helped John to be sociable. In school, John not only failed to receive as much encouragement as did Roger, but was sometimes discouraged in the application of his strongest ability.

What happened to John? He completed school and took up saleswork. Within a short time he was considered successful as measured by any yardstick of success—record of sales, financial status, family relationships, community citizenship. What unusual ability did John have? Obviously it was his social ability. He found better response to it in society than in school. In school his ability was judged to be only slightly better than average, but measurement in school was in terms of ability to deal successfully with abstractions. John's outstanding social ability was recognized in school also but the school program was not flexible enough to encourage him to develop further his unique and outstanding ability. In fact, his social talent often interfered with the major emphasis of the school.

The Mechanically Talented—Bill

Bill liked to put things together, to fix or repair things. When he was quite young, Bill liked model planes and toy cars, and as he matured he developed a strong liking for motorcycles and "hot rods." His uncle, who lived nearby, was a successful automotive engineer and had a fine shop with many tools. He liked Bill and encouraged him to construct things which required the application of mechanical ingenuity.

In school, Bill didn't find much outlet for his insight and efficiency in mechanical manipulation. His main interest was known by his teachers but they felt a need to divert his attention to other things which they thought he should know. Consequently, Bill applied himself under the usual artificial stimulation of competition, threat, a system of rewards, and an occasional triumph in science. Bill's teachers described him as average, sometimes inattentive, good in science, and inclined

to daydreaming. Bill seemed to adjust better in high school than he had in elementary school, especially in courses in which he could demonstrate his mechanical insight and skill.

After high school graduation Bill went to work in the city's largest motor center. Within a few years he was considered expert at his job, had considerable responsibility, lived happily with his family, and was an interested participant in community affairs. Bill's success probably resulted from his ability and the unusual opportunity and encouragement he was given by his uncle and parents. The question of whether his ability or opportunity played the greater part cannot be answered.

THE ARTISTICALLY GIFTED—FRANCIS, THE MUSICIAN

Francis seemed always to be close to his mother. This was true through all his years in the elementary school. His mother had aspired to a musical career but she married before the goal was reached. She was eager that her son learn all she knew about music and thought he would perhaps be stimulated to attain heights beyond those she had dreamed of for herself.

Francis was surrounded with unusual opportunity to learn music. He applied himself well. He learned to play several musical instruments. When he entered school, special private instruction in music was arranged for him and this was continued through all his years in public school. He was stimulated to succeed by approval received from his mother, later by reactions from audiences, plus the comparative ease with which he outranked others in musical achievement.

In school, he was considered average, shy, and seemingly always occupied with extra events. To secure acceptance by others, especially on the playground, was considered by his teachers to be his greatest problem. After Francis finished school he continued taking special instruction in music. Within a few years he occupied a prominent place in music circles. He lived happily with his family and became financially secure.

Broader Concepts of Giftedness Needed

The case studies of Roger, John, Bill, and Francis illustrate types of achievement that might result from giftedness. But the achievement does not necessarily indicate that the individuals were gifted. Nor does the evidence indicate that their achievement was the result of favorable environment. It does show that in school John, Bill, and Francis were considered average, bright perhaps. Only Roger was considered gifted. He possessed the ability considered to be of importance by the school. If the school had judged by other standards it is possible that John, Bill, and Francis would have been considered as gifted.

With reference to the full range of human capacity, it is possible that the traditional school program is narrow, restrictive, and wasteful of human resources. Such a program does not necessarily ascribe a value to a certain ability that is commensurate with the value ascribed the ability by society. To correct this condition school programs must be broadened. Provision must be made in them for the development of each individual's special abilities; opportunity must be accorded each child to develop to the fullest extent the particular ability he possesses which will make him capable of contributing to the improvement of the society in which he lives.

The school is obligated to accept a child as he is, become acquainted with his interests, provide him with abundant opportunity, guide him, and encourage him to achieve in accordance with his ability. Care should be exercised to make certain that children's ability is not erroneously judged early in their lives, for such judgments may cause them to be stopped from accomplishing the things of which they are capable. It is questionable whether children with outstanding abilities should be given special status. School practices often indicate that certain children have the quality that it takes to be successful and that others lack this quality. This quality is generally conceived as the ability to deal successfully with abstract ideas.

TESTS TO MEASURE INTELLIGENCE

The results of intelligence tests are interpreted as intelligence quotients. These tests are weighted heavily with questions that require the one answering them to reason about abstractions. At least three limitations of these tests are worthy of note by educators. (1) Intelligence tests should be administered and the results interpreted by persons with special preparation for the job. Usually, if exact classification of children is important, a person who is qualified to make the classification will use case studies in conjunction with IQ's as a basis for his decisions. (2) Certain research studies indicate that intelligence tests are not equally well adapted for use with children regardless of their previous experiences. (3) It is questionable whether intelligence tests measure an individual's mental capacity or his previous experience.

Results from intelligence tests are of value to educators providing the results are interpreted with full knowledge of their use and limitations. However, the results should be used in conjunction with the results obtained from other measures. When a teacher notices unusual ability in a child he should refer the child to a specialist for case study, one who will analyze his outstanding ability, and recommend to the teacher the guidance the child should be given.

Children with special abilities, like other children, are usually physically and emotionally healthy but their thinking often differs from that of other children. When using their special abilities, they generally think rapidly and assimilate or master the work quickly. They can generalize better, think in more original terms, and are more curious than other children.

THE SCHOOL'S DUTY TO CHILDREN WITH SPECIAL ABILITY

In their school activities children with special ability should be challenged to the extent that they will make full use of their abilities. If they are not challenged, they may become content with superficial, verbalistic, and easily memorized answers.

They, like those who are less gifted, do not relish hard work if the significance of the work is not apparent. They may do poorly in certain areas of their school work because the work bores them. This is not a characteristic only of children with outstanding ability but one all human beings develop when the work they must do does not challenge them to the extent that they make constant use of their ability.

It is important that all children have social contacts, that they play and plan with others. Participation in activities that give them opportunity to recognize the merits or superiorities which others possess contributes greatly to their development.

Too frequently gifted children are penalized by parents or teachers who forget that the precocity of a child may not be accompanied by commensurate social or physical development. They want to rush them into activities for which they are not ready. The younger the gifted child, the greater is the disparity between his mental age and his social development and physiological maturity. A child of eight with a mental age of twelve or thirteen has by no means the interests, the outlook on life, or the social maturity of normal thirteen-year-old children, nor will he be accepted by them.

The job of the school is to provide for the needs of children with special ability, to extend their interests, to stimulate them to use their special abilities. The school should see to it that the children's social development is fostered in a reasonably normal environment. No child should be rushed simply because he reads well or digests knowledge at a prodigious rate. He will be most successful if he is allowed to progress from grade to grade at the usual rate. Accelerated promotion is not a solution to the problem that children with special abilities present. A flexible curriculum, provision of suitable books and reference material, opportunity for independent reading, investigation, and emphasis on creative work present the most satisfactory solution.

In the instructional program, emphasis may be placed on creative writing, art, and informational reading. The ability

to take notes, to supply headings for paragraphs, to compare different authors' treatments of identical topics, to summarize and condense, to present to others the gist of what has been read are important aspects of good reading. All children, and especially those who are gifted, should be given opportunity to read widely, handle difficult materials, exhibit independence, and demonstrate insight. Their reading and analysis should be directed in such a way as to enable them to contribute to discussions in which normal children engage. Then both group and individual growth can be promoted. The gifted child, without being held to the pace of the average, can be given opportunity for the intellectual and social participation he needs.

CONCLUSION

The program for children with special abilities should emphasize social and cultural development as well as academic achievement. A flexible curriculum is essential to provide the challenge the individual needs to work to capacity, as well as to provide him opportunity for participation in group activities. In the instructional program stress must be placed on original investigation, thoughtful and extensive reading, and creative work. Imaginative teaching and adequate school facilities, including good libraries and well equipped laboratories, are requisites for the program.

It is better to enrich the educational opportunities offered gifted children than to promote them at a greater than normal rate or to group them for all instruction. Rapid promotion may cause them to become emotionally maladjusted since their physical growth lags behind their mental growth. If promoted rapidly, the gifted child often finds himself in a position where he is left out of activities because the others in the group are older and usually larger. Gifted children need opportunity to achieve physically and socially on an equal basis with other children their age if they are to develop their potentialities and become wholesome personalities.

A BASIS FOR CHARACTER EDUCATION—A STUDY OF THE PROBLEM BY TEACHERS AND PARENTS IN A SCHOOL DISTRICT[1]

WILLIAM G. WOOLWORTH, *Director of Instruction, Albany City Unified School District*

It is relatively easy to make a general statement to the effect that the ultimate goal of public education is the development of citizens with high moral and ethical character. But immediately a multitude of specific questions arise. "What *is* this moral and ethical character in a democratic society?" "How is it developed?" "What part does the school have in its development?" "What basic information about children and their needs must a teacher have?" "What specific teaching techniques can a classroom teacher use?" "How can teachers know more about the learning of children in their homes and the community?"

These and many other related questions were raised by a group of some 30 Albany teachers and several Albany parents as they participated in a workshop study of this problem. Hilda Taba, Professor of Education, San Francisco State College, was consultant for the group.

At the beginning an attempt was made to define "character," and traditional descriptive phases came forth rather readily. It was suggested that a person with high moral and ethical character might be described as having most of the following traits:

1. Personal integrity
2. Honesty
3. Respect for property
4. Respect for American ideals

[1] This article reports a venture in co-operative research in curriculum development. In making the study a relatively large group of teachers in one school system experimented with new research techniques and shared the results they obtained.

5. Concern for the things that are good for the general welfare
6. Ability to live by and stand upon principles of behavior that the individual is convinced are right
7. Ability to work and live successfully with others
8. Desire to observe laws even when authority is not present
9. Ability to see the effect of one's behavior on others
10. Ability to place self in the other person's position

The group felt that this partial list of descriptive phrases was rather superficial, because character is "not a constellation of fixed traits" that are added on to an individual, but rather that character is exemplified by a series of "responses to a complex situation." For example, Hartshorne and May[2] found that students are not either honest or dishonest. Some children may be scrupulously honest in regard to money and personal property, but in a classroom test these same children may not be above cheating. The response of children is to specific situations, and the character trait "honesty" is built by experiences in many situations requiring the weighing of values in terms of the significance of the final outcome. Most situations where there is evidence of desirable character usually involve a conflict in values and in feelings. For example, a teen-ager may want to be loyal to both "his gang" and his parents. The conflict will be resolved not on the basis of loyalty alone, but largely upon the child's feelings of security, his need for recognition, and the love his parents have shown for him.

Probing deeper, this group of teachers and parents felt that character was closely related to a person's estimate of himself as he worked with his peers. Its members asked many questions such as, "Does the child feel secure and wanted in group situations?" "Does the child feel that he belongs to the group?" "Does he have the group skills that come from belonging and participating?" "Is the child accepted or rejected by other children in his class?" "What relationships exist among children in

[2] Hugh Hartshorne and M. A. May, *Studies in the Nature of Character.* Vol. I. *Studies in Deceit.* New York: The Macmillan Co., 1928.

a classroom and how are these relationships related to a child's behavior?" "What kinds of situations make children angry and how do they perceive and resolve these conflicts?" "How do the behavior and values learned at home influence what children can do or will do at school?" These questions seemed to be of fundamental importance and determined the guidelines for a study of character development.

It was decided that the classroom was to be used as a laboratory and that teachers could explore and use techniques which would give some insight into the problems posed by the questions. The workshop organized itself into study groups designed to give information about children, their attitudes, their backgrounds, and their relationships. The work of each of these study groups is briefly described.

Studies in Social Relations

A group of 16 primary teachers became interested in the social relationships within their classrooms. They wanted to find out which children are liked and which children disliked. They asked: Which children "belong" in the group and which children are left out? On what basis do children accept one another and make choices for friendships? While answers to these questions may be secured by observation, sociometric procedures offer a systematic technique for studying social relationships in a classroom and for determining the basis upon which children make friendships. Approximately 485 children in the first three grades at all the elementary schools were involved in this study. These schools represented all areas of the community and all levels on the socioeconomic scale.

The technique used by these teachers to ascertain relationship status was relatively simple. The teacher asked the children to name three persons with whom they would like to sit. They were also told that the seating of the class would be rearranged so that each child could sit near one of his choices. Cards were made with the names of each child at the top; his

first, second, and third choices were listed below. On this same card were also listed the names of those who chose him. Teachers then proceeded to plot sociograms that could be used to secure data needed to make a graphic picture of the social structure of their classes. Choices of children are usually based on values they hold, and these values are basic to character education. Each child was interviewed on how he happened to choose the persons he chose.

Each class was then studied as to the maturity level of choices, the inclusiveness and exclusiveness of their total relationships. Did these children tend to depend on familiarity, proximity, and previous acquaintance in their association, and exclude others who were new or different? To what extent did they make their judgments in the light of actual behavior or in terms of a generalized feeling of liking? What qualities did they on the whole accept and reject in their peers? It was discovered, for example, that domineering behavior of any sort was rejected and people who had comfort-giving qualities and behaviors were liked. Good grades and intelligence, which tend to be highly praised by teachers, were considered less important to children than playing fair and "being nice."

The data gathered in this procedure were summarized and analyzed by each teacher and the following conclusions as they relate to character education were submitted by the committee.

1. Use of the sociometric technique can give a teacher insight into the value standards by which children make choices of friends and playmates. In making use of the technique both teachers and children can become increasingly sensitive to higher values in social relationships, but teachers must constantly help children to see the values in the social relationships about them. If this is done, children will tend to develop as broad-minded and able citizens.

Individuals in a class may have a tendency to reject a person because of his unsuitability in one relationship or because of some physical characteristic or social handicap. If children take this undiscriminating view of others, the instructional activities

must be organized and directed so that children realize the contributions that each member can make in a variety of situations where differing abilities are required.

2. Teachers can rearrange classroom seating, place children in instructional groups, and organize committees so that "nonbelongers" have an opportunity to work with and learn from the children of their choice. All children should have a continuous opportunity to learn to work with those who have abilities different from their own. Such experiences extend skills in social relationships and develop within the child a willingness to accept differences. Many teachers stated they found it profitable to use sociometric data as one basis for planning activities. In doing so they found they could make it possible for rejected or "nonbelonging" pupils to become a part of the group and to grow in ability to work and play with others. By meeting human relation needs of children, the academic learning of children was stimulated. Teachers also found that belonging to the group or a feeling of being wanted was a basic condition for good behavior. Without this sense of belonging, children are left with a psychological deficiency that seeks fulfillment through behaviors that are negative to wholesome character development.

3. Since the sociometric tests were given in the primary grades, the responses were in accordance with the social maturity of this age level. Consideration should be given to the fact that children's responses at this age are based on recent experiences and therefore are subject to frequent change. But as children mature they can see their relationships and the basis for their choice in more specific and functional terms, provided of course that as they go through school continuous opportunities are afforded for interpersonal reactions. Much character education occurs in these interpersonal relationships. When teachers use the information secured from sociometric techniques, they can guide with increased understanding the activities of the children in the solution of interpersonal problems

and thereby help them to learn the principles of loyalty, kindness, and tolerance.

The Open-Question Technique

The open-question technique[3] with such statements as "What I like about other people," "The time I was left out," "Things that make me sad" provide a way of probing into the inner thoughts, feelings, and attitudes of children. These attitudes and feelings are conditioned by the home and the school and are of basic importance in a character development program. Teachers agreed that these inner thoughts of children affected their actual behavior more than a verbal knowledge of correct manners or the right answers to problem situations.

One hundred twenty girls and boys in the sixth grade at two elementary schools and thirty-three high school juniors were asked to write on the open question, "What makes me mad and what I do about it." The answers to the first part of the question gave teachers insight into children's attitudes and feelings in conflict situations. The second part, "What I do about it," revealed the maturity level of the solutions that children make. Was there a significant difference between the solutions that sixth-graders offer and those that high school juniors make? Did these solutions show a trend toward the building of wholesome and mature personalities?

While reliable evidence on children's attitudes and feelings is difficult to secure, use of the open question makes it possible to (1) tap the pupil's experiences and feelings about them, (2) show the intergroup or interpersonal relationships as they appear to the child, and (3) reveal the structure of a situation as the child sees it and discovers what values are important to him.

In administering the open question the teachers established rapport by telling of an experience in which they were quite angry. They then indicated that the children should write freely without too much concern for spelling or grammar.

[3] *Ibid.*, p. 90.

The teachers on the committee proceeded next to analyze what the children had written and to interpret and summarize the data. In making this analysis the teacher found that at the elementary level the following types of situations made children angry:

1. Being abused or unjustly punished
2. Being teased or being made fun of
3. Being bothered and pestered
4. Being involved in arguments
5. Being stopped from doing what one wanted to do
6. Being forced to do what one did not want to do
7. Being lied about or to
8. Having personal property destroyed
9. Being called names
10. Being screamed at

At the high school level the situations most frequently mentioned as provoking anger were the following:

1. Being stopped from doing what one wanted to do (by parents or other adults)
2. Showing off by others
3. Refusal of others to share possessions and things
4. Having one's possessions stolen

The following solutions were most frequently offered to these anger-provoking situations by sixth-graders:

1. Getting mad, being "burned up"
2. Fighting back
3. Retaliation
4. Sulking, crying
5. Being resigned
6. Discontinuing association
7. Admitting fault

The high school students offered as solutions

1. Retaliation
2. Fighting back

3. Being resigned
4. Teaching a lesson
5. Withdrawing

In general, no significant difference was shown between sixth-grade pupils and high school juniors in their methods of solving conflict situations. High school students were more subtle in their "retaliation" and the conflicts more frequently involved adults. Conflicts with peers were most evident among sixth-grade pupils. Seven of the 33 high school students chose solutions that the committee considered democratic, while 15 of the 120 elementary school pupils used wholesome democratic solutions in their anger-provoking situations. "Talking it over," which is considered a wholesome and mature method of solving conflict situations, was mentioned by only two pupils in the 153 cases and these were elementary school pupils.

The following statements indicate emphases needed in the school curriculum:

1. Children should have experiences which help them to develop their ability to solve interpersonal conflicts. The curriculum should offer opportunities of developing in children an increased sensitivity to the roles and the feelings of other people (peers and adults) with whom they work and play.

2. Children should develop facility in using the skills necessary in handling situations which cause them to be emotionally upset. Lacking facility in the use of such skills, children with both the desire and the sensitivity will be unable to handle such situations.

3. Classroom experiences should help children to understand the effect of their actions on themselves and on other people.

4. Children should be able to secure the help they need to resolve conflicts within themselves, as most practical situations involve some conflict of values and loyalties.

5. The teacher should be a mature, emotionally well-balanced person who uses democratic methods in handling conflict situations in the classroom.

Studies of Pupil Participation

Pupil participation in school activities can contribute to character development. First, participation is a way of creating a sense of belonging, and this feeling of belonging is as great a psychological necessity for desirable character as is a well-balanced diet for normal physical growth. When students feel that they belong, they show loyalty to the school and are less likely to cause discipline problems or to become drop-outs. Not only does school morale improve, but high school students in these activity situations learn to get along with people outside their immediate group, learn to work out their difficulties, and acquire methods for making decisions and planning with others.

Furthermore, a good club or activity program cuts across social lines and allows pupils to work together on common problems and interests. In this way, participation extends the range of interests, ideas, sensitivity, and social skills.

Answers to the following questions can be secured through the use of a participation survey schedule:

1. What per cent of the students participate in the activity program?
2. What are the activities and what kind of training opportunity does each provide?
3. Who does not participate? and why not?
4. What do students like to do in clubs and other organizations?
5. What do students actually do in clubs and other organizations?
6. How could student participation be extended in the school to meet the social needs of students?

In an attempt to answer some of the foregoing questions, a committee of high school teachers agreed to administer a participation questionnaire to a random sampling of high school students. Questionnaires were distributed to approximately 340 students (grades eight to twelve) and 276 of these were filled

out adequately and returned for use in analyzing and tabulating data for this study.

A tabulation of the answers to 3 of the 13 questions follows:

Answers to Question Three

"Do you belong to a club or activity group in school?"

Grade	Yes	No	Per cent belonging
8	32	19	62
9	25	30	45
10	36	19	65
11	60	20	75
12	14	5	74

Answers to Question Five

"Do you belong to a club or group outside of school?"

Grade	Yes	No	Per cent belonging
8	28	29	49
9	29	26	53
10	37	18	67
11	48	30	62
12	14	5	74

Answers to Question Six

"If so, which outside club or group do you belong to?"

Grade	Church	Social (Scouts, Job's Daughters, etc.)	Athletic	Service, Hi Y	Sorority and others
8	8	23	9	0	1
9	10	7	0	19	0
10	13	2	12	24	0
11	13	7	4	31	0
12	3	2	2	8	1

Although a number of discrepancies were found in the results of the pupil participation questionnaire, the following generalizations were made by the committee:

1. Sports, parties, and dances held the greatest thrill for girls and boys of this age.
2. The majority of students desire clubs and do belong (68 per cent) to at least one club at high school.
3. Honor societies, hostess club and sports are the most popular clubs in school, while Hi Y and church clubs are the most popular out-of-school clubs.
4. The reason for not belonging to a club seems to be lack of time on the part of students. Eighth- and ninth-graders most frequently gave this reason for not belonging.
5. Making new friends and having fun were the most prominent reasons for belonging to a club and the stated benefits derived from club membership.
6. "Taking part in activities" seemed to be the criterion for being popular, with "being friendly" and "good personality" running a close second.

The committee concluded that since student participation is fundamental to character development, effort should be made to offer a great variety of activities, clubs, and organizations in a high school. This need is especially evident for those students who are not academically gifted and for those who do not participate in athletic activities. Criteria for belonging should not be limited by academic achievement, because pupils most in need of developing social skill might then be barred. First-year students should be encouraged to participate in activities so that from the beginning a feeling of belonging is developed. The ideals of democracy taught in the classroom can find full expression in the lives of pupils who participate in school activities.

INTERVIEWS WITH PARENTS

Interviews with parents were considered to be of value as a means of determining ways character education might be furthered for the following reasons:

1. They offer a means of gathering information about the home environment (social, emotional, and cultural) in which children live.
2. They offer a technique of gaining information concerning neighborhood and community problems.
3. They offer a method of determining whether or not the home and the school are supporting or contradicting each other in their efforts with the child.

In interviews with parents, teachers would not only be soliciting the help of parents, but they could also tap a rich source of information and come to know parents as people. On the other hand, through interviews parents could gain a better understanding of the objectives of the school program and realize the importance of teaching human relations skills.

Two kindergarten teachers interviewed 28 parents to find out (1) what controls parents exercised over the behavior and social relations of their children; (2) how the controls used were enforced; (3) what aspirations parents had for their children; (4) what behaviors and problems of children caused concern or gave satisfaction; and (5) what responsibilities children had at home. The responses of parents of kindergarten children were used as a basis for formulating the following conclusions:

1. Most parents were satisfied with the adjustment and growth of their children in kindergarten. The most frequent response was "he is doing fine" or "he is doing very well" in kindergarten.
2. Practically all of the parents thought the neighborhood in which they lived was a good one for children.
3. Most parents left the choice of playmates to the child himself. However, they wanted their children to have playmates who lived in the neighborhood and were of the same age as their children.
4. Parents got the most pleasure from children who were friendly and affectionate, self-reliant, talked well, were obedient, and had sunny dispositions.

5. Parents expressed the most concern and worry over children who were shy, had temper outbursts, showed antisocial behavior, and were moody, pouty, or whiny.
6. Parents expected their children to assume certain responsibilities about the home such as picking up toys and clothes, dressing themselves, keeping rooms tidy, answering the telephone, helping with dishes, doing errands, and setting the table.
7. In regard to discipline, parents corrected their children by talking it over, reasoning, and explaining, denying privileges, showing parental disapproval, and spanking, the latter only as a last resort or on rare occasions.

The committee concluded that the parents were extremely interested in the character development of their children and that the parent interview is an excellent way of securing cooperative action between the home and the school. At the same time it was realized that such a procedure is time-consuming and can be used only if provision is made for these conferences during the school day.

AN ANALYSIS OF ECONOMIC STATUS OF A COMMUNITY

One group of teachers in the workshop studied the socioeconomic status of the parents of pupils. They made this study to secure an understanding of the value expectations of the homes and to find out how the expectations affect classroom activities.

Social anthropologists (Warner,[4] Davis,[5] Havighurst,[6] Hollingshead[7]) found in their studies of communities in the United States that the middle class was typified by a rigidity in code of behavior, with great pressures to conform to group standards. The middle class are "joiners" and conduct their lives according to a very organized pattern. As a class, its mem-

[4] W. L. Warner, *Social Class in America*. Chicago: Science Research Associates, 1949.
[5] Allison Davis. *Social Class Influences Upon Learning*. Cambridge: Harvard University Press, 1949.
[6] Robert Havighurst and Hilda Taba. *Adolescent Character and Personality*. New York: John Wiley & Sons, 1949.
[7] August B. Hollingshead, *Elmtown Youth*. New York: John Wiley & Sons, 1949.

bers usually attend church, are active in parent-teacher associations, and seek recreation in organized forms.

The upper and lower class show contrast in looseness of group control. They do not join organized groups to as great an extent as the middle class. Their social activities are also more casual in that they are not generally planned and organized.

The lower class does not emphasize cleanliness and tidiness and does not value accomplishment to the same extent as the middle class. The aggressive impulses of the lower class are less restrained or sublimated. In the lower class children are treated more as small adults and are less sheltered and protected than are middle-class children. In general, lower-class children are free to form their own associations and are often forced to accept adult responsibilities at an early age.

In the study of economic status, the occupations of the parents of all sixth-grade pupils at each elementary school, occupations of parents of all high school juniors, and the occupations of parents of half the pupils enrolled in grades one, two, and three were listed. This information was secured from school records or from questionnaires filled out by upper-grade pupils. The occupations of 518 parents were listed on the basis of a scale developed by W. L. Warner[8] and adapted for use in the San Francisco Bay Area.

Almost three-fourths of the parents of children in the school system were found to be either clerical workers, skilled or semi-skilled manual workers, or were engaged in protective and service occupations. Slightly over one-fourth of the parents could be classified as professional and technical workers, proprietors and managers, or businessmen. Only 1 per cent of the parents were on relief. From the information collected it was concluded that the median family head of a high school junior in that community was a skilled manual worker, such as a factory foreman, a self-employed carpenter, or a journeyman plumber or electrician.

[8] W. L. Warner, *Social Class in America.* Chicago: Science Research Associates, 1949.

The question may be asked, "What relation does such a study have to the character education program in the schools?" The answer is that when teachers know the economic status of the children in the community they are in a position to help the children to develop facility in the use of skills that are essential in successful human relations.

If a school is located in a lower-class community, an awareness of the difference between acceptable standards of behavior at school and at home are needed by teachers. Conflicts should be minimized, and acceptance and belonging should be strengthened. Parents should be encouraged to participate and helped to understand what is happening in the school. When teachers have gained knowledge of the economic status of children in the community they are able to understand the reasons for some of the so-called behavior problems in their classrooms.

STUDY OF MOBILITY OF STUDENT POPULATION

In a community where the population is relatively stable, problems of adjustment to a school community are not great in number or magnitude. However, where large groups of people are new to the community, a variety of problems are frequently faced by both parents and children. What happens to children when they move into a new community? What skills do they need in order to make successful adjustments in the community and the schools? What adjustments must a school make in its teaching program to meet the needs of new pupils? How can a consistent, logical, and realistic program of character education be carried on when the population is in a process of change?

In order to answer some of these questions the members of the workshop decided to find out how stable the student population was in the community. For a community in California, the school population was found to be relatively stable. As the following table shows, over three-fourths of the students had attended the schools in the community for four or more years, between one-half and three-fourths six or more years.

Per Cent of Students At Selected Grade Levels That Had Attended the Schools in the Community for a Specified Number of Years

Years in School	Per cent of Students			
	Elementary School (sixth grade)			High School (third year)
	School A	School B	School C	
6 or more	56	67	69	75
4 or more	75	81	81	80
1 or less	13	9	8	6

The implications of these findings are that there should be relatively high continuity in the instructional program of most pupils and that the schools in this community have an excellent opportunity to develop skills, habits, and attitudes in pupils. Therefore, any program of character education can be developed in logical sequence. Teachers who have students who come from sections of the country where controls and standards are different from those of the local community should assist these children to adjust to the new standards of acceptable behavior in both the community and the school.

Conclusion

This co-operative study by a group of 38 teachers and parents accomplished several purposes. Participants secured improved insight into the many factors which affect character education. Members of the group came to appreciate the deep-seated influence of community, class, and home background upon the way children behave and the standards they seek to attain. The members also became increasingly conscious of the fact that children have certain basic psychological needs that must be met in order that they may develop desirable characters—such needs as belonging, feeling secure and wanted, and receiving recognition. Furthermore, many members of this group learned to handle with facility at least one technique in diagnosing human relations needs. Teachers became increasingly aware

of the effect that classroom procedures and teaching techniques have upon the feelings, attitudes, and relationships of children.

While this group was convinced that the major purpose of education is the development of high moral and ethical character, its members recognized that character education cannot be added to the school program simply as an appendage or be compartmentalized into a single course.

The group realized that only the first steps had been taken, and the members agreed to follow this exploratory study with another year of work devoted to further experimentation with appropriate classroom experiences. The teachers planned that during this period they would fill in the gaps shown in the data secured. It is anticipated that the continuing effort of the group will yield additional practical teaching techniques that may be used in furthering the program of character education.

TOWARD A BRIGHTER FUTURE

RAE G. MILLER, *Teacher, Special Education Class, Santa Monica City Unified School District*

Everything was ready. Just two weeks before, I had graduated from the university with my degree and had received my general elementary credential. The last week had been spent in becoming oriented to the school in which I was to teach, in meeting the principal, and in preparing the classroom that was to be mine for the coming year. I had proudly arranged the many materials that I had collected during my college years, all in anticipation of the big moment when I would stand before a group of young children, a teacher for the first time. I had studied the principles of education, child growth and development, and methods for teaching various subjects. I had all of the hopes and dreams of a young person for whom the next year was to mean the culmination of many years of hard work and study. And like most new teachers I was as apprehensive as I could possibly be.

The night before school began, I lay awake for hours wondering what it would really be like, thinking back to the few understanding human beings I had had for teachers, and wanting more than anything else to do an outstanding job in my chosen profession. I had no idea then that the coming year was to prove to be the most valuable teacher I had ever known.

I am well aware that the feelings I experienced that night before school began were far from unique and had been felt by many a teacher about to set foot into her own classroom for the first time. There was a certain uniqueness, however, in that I was to teach a "special class," a class for mentally retarded children whose chronological ages ranged from 9½ to 12½ years but whose mental ages ranged from 6 to 9 years. Although

I had had practice teaching in a special class for mentally retarded children, I knew that teaching a class completely my own would be quite different from that experience, and I felt strongly the gravity and the difficulty of the job I was about to undertake.

Fortunately, time has a way of passing quickly, and before I realized it, the first day of school was over. I had met my pupils and had come to know them by name. They had not bitten me, nor had they even attempted to. They were civilized human beings, just as unsure of their new situation as I was. That afternoon I spent several hours reading case studies of my children. I went home heartbroken at the thought of the unhappy childhoods and forsaken homes from which so many of them had come. I resolved that evening that if I never did anything else I would make our classroom a happy place to which the children would eagerly come each morning and in which they would find the joy and love that so many of them had never known.

A Piano of Our Own

I can't really say exactly when our classroom became transformed from a formal class situation with teacher, classmates, and books, to a family group where love was the major guide for living. Perhaps it took place on the morning that two men brought the piano to our room. All other classes in the school had to share the piano that was on their floor, but our supervisor had insisted that we have one of our own. It was a beautiful player piano that had been newly varnished and polished just for us. The children were overjoyed when it was brought in. Each child had to stroke the smooth wood, sit on the piano bench, and touch the ivory keys. For weeks afterwards, the piano was dusted hourly and watched carefully so that it would not be scratched when we brought our chairs up around it for some informal group singing. It was the first concrete object that made being "special" specially wonderful. It was on that day also that I began to realize how really sensitive the children

were, how much they loved beautiful things, and how truly eager and enthusiastic they could be.

We Study the Reptilian Age

It was not long before I realized that mentally retarded children can be extremely surprising youngsters in terms of their interests and likes. As a result of their particular interests, they led me and the class into many strange areas of study that I probably would never have attempted to present to them. One such activity was the brief study our group made of the age of reptiles, when dinosaurs roamed the earth. It all started so casually that I had no idea that it would develop into the exciting group project it turned out to be. The enthusiastic interest for this subject is probably a testimony of the influence that television and commercial films have on children and an indication of how this influence can and should be used to educational advantage. It began with frequent comments by pupils on the recent television showing of the film "One Million B.C.," which it seems almost everyone in the room had seen except the teacher. There was also much talk and dramatizing of the new 3D films which brought prehistoric animals to life on the screen in no small amount of realism.

When several children began asking me if I had ever seen a dinosaur and if the dinosaurs would ever come to Santa Monica, I knew that the time had come to calm the fears of some of the more imaginative of the children by developing some concept of when the dinosaurs actually lived and why they had disappeared from the face of the earth. I had acquired a group of pictures of dinosaurs, which I placed on the science table for the children to look at. I also sent a request to the district's audio-visual department for a set of bronze figurines of prehistoric animals, which I had seen listed in the audio-visual catalogue. The small figurines arrived one morning in the middle of a class, and the children rushed over to my desk to see what was in the box. When we unwrapped the package,

several pupils immediately took the figures over to the science table. Then they discovered that some of the statues represented the same animals that were in the pictures. They were thrilled with the discovery, and they placed the small figurines on the pictures of the corresponding animal. We then decided to put the pictures on the bulletin board. On the shelf beneath it we set up a realistic living environment for the figures, with sand and shrubs from the playground. The children loved the display, and several of them began writing stories about the dinosaurs and drawing pictures of them. Some of the drawings were so good that I realized it would be possible for the class to make a mural of ancient reptile life.

We Make a Realistic Mural

The children were very enthusiastic when I mentioned the possibility of making a mural. We discussed the dinosaurs informally for several days before we decided to sketch our mural in chalk on the blackboard. We had thought of a mural as a long picture, and so we made it exactly that, an extremely long picture. When we had unrolled the butcher paper to the length that the children desired, I swallowed hard at the thought of all that space and what they would put on it. I never dreamed that the product of those few weeks of work would be as beautiful and as realistic as it turned out to be. More important than the actual product, however, were the attitudes that had been acquired during the making of the mural. It was truly a group project, and it required group co-operation. It involved help from the more artistically talented pupils for those who could not express themselves so well in the art medium. It taught me that each person has a rightful place in this world; that every human being, regardless of mental ability, deserves an opportunity to express himself in some way. The completion of the mural was an expression of the success that can be obtained when a group of individuals work together for a common goal. For some of the children it was the first class project in which they had ever been allowed to participate; and for the two

months that it decorated our wall, it was pointed out with great pride to all visitors and other students. During the school's open house in the spring we placed it on display in the hall. Again it testified to the fact that pupils in the class were competent, that they could do something successfully and well, and that they had a very "special" kind of ability.

Happy Days and Disappointing Ones

Not all activities, however, developed as smoothly as this one, nor was the outcome always as successful. I cannot ignore the days, although they were few, when I wept silently at my desk after the children had gone home, because I had failed to make meaningful something I had been trying so desperately hard to teach. I am unable to erase from my memory the moments of great discouragement when, because of extreme negativism or upsetting emotional experiences in the classroom, both the children and the teacher went home feeling unhappy and dissatisfied. Still, the compensation came in the days of great achievement when I came to know that teaching in a "special" situation had its very "special" satisfactions. Such an exhilarating day was the afternoon when our principal presented our class with the P.T.A. banner for having had the greatest parent attendance per pupil during Public Schools Week. Another one of those days was the afternoon of our May dance party when I sat upon the school lawn and watched my pupils take part in the fifth-grade square dance. I had really doubted that they would be able to do it, what with all of the "allemande lefts" confusing even the brighter students. Their desire to participate was so great, however, that they concentrated their complete efforts on the dance and were able to get through it with grace and poise.

Meanwhile, during all of such days, I was beginning to realize what effect a small taste of success can have on an individual, what a little bit of recognition can do in the right direction, and how far a sincere understanding and love can go in brightening the day of a child whose parents had rejected

him because of his lack of mental ability. It is an astonishing discovery that one makes when he finds that the mentally retarded child often shows greater emotion and more intense feeling in certain situations than the normal child. It is also startling to one to discover the ability of mentally retarded children to perceive whether someone is sincerely interested in them, especially if one has considered such children callous to expressions of love and kindness.

That I grew tremendously in my appreciation of all peoples and in my understanding of the human heart, I do not doubt. That I have a great deal further to go, I do not question. It is because of my awareness that these children have so much more to teach me about human life and emotions that I look forward with great hope and enthusiasm to the coming school year, and toward a brighter future for my pupils and myself.

AFTER KINDERGARTEN[1]

MRS. BEULAH MUIR, *First-Grade Teacher, Taft Elementary School District*

After kindergarten—first grade and the most wonderful adventure of all—learning to read!

In times like these, with our unsettled world, minds, and daily lives, we are attempting to give children the full benefits of the fine educational program set up in the Taft elementary schools, and neither time nor effort will be spared in carrying out this program. Our children are now entering a bright new future in education.

At the beginning of each school year the parents of incoming kindergarten children are invited to a special meeting with the kindergarten teacher. The teacher explains what is expected of each child so that he may have a happy, successful first year in school. A good attitude toward school is very important for the child—a sense of responsibility and a growth of independence are necessary. Good work habits, such as listening and following directions, are essential. Adequate rest is important—a good night's sleep every night, for a tired, listless child cannot cope with everything expected of him during a busy day at school. These are a few of the basic points brought out by the kindergarten teacher.

A wide range in mental age, maturity, physical age and health, as well as experience, is found in any first-grade class. All these children have come from different homes and their backgrounds vary greatly. They show a wide diversity in their experience and in the variety of situations to which they have been exposed throughout their preschool years. Even children reared in the same home and with the same background differ

[1] Delivered over Radio Station KTKR, Taft, on a weekly broadcast sponsored by Taft Elementary School District.

widely in their rates of maturing. Our whole learning program is based on individual differences. In order to develop satisfactorily, each child must find something at which he can succeed, and it is one of the school's major responsibilities to make it possible for him to do so.

Before any child is really ready to learn, he must be physically fit. The Taft schools have an especially fine health program. Every year each child is given a thorough examination by the school doctor and nurses. Any deficiencies of vision or hearing or other physical deficiencies are noted, and the parents are informed at once, so that everything possible can be done to make the child healthy and to keep him that way.

Trained educators know that even though a child is six years old by the calendar, he may not be ready to learn to read, especially if he shows that he is not ready physically, socially, mentally, or emotionally. In some children, growth is slow and uncertain. These children should never be forced or placed under pressure, but if they are provided with a stimulating, sympathetic environment they can make the adjustment expected of them as quickly as possible.

Because of the importance of reading, parents are very anxious about their children's progress in this subject. Many parents, however, are not aware of the background and preparation needed to insure a child's success in learning to read. In our present-day system we have a reading readiness program whose chief aim is to give each child the strongest possible background for reading. We not only want children to learn to read—we want them to learn to read properly and we want to stimulate their thinking. To this end, one and a half hours each day is devoted to reading readiness activities.

The ideas and philosophy behind the term "reading readiness" are among the biggest and most important ideas in the educational program—ideas that are bearing fruit in the form of happier children, better reading instruction, and the prevention of future reading difficulties.

Before starting actual studies in the first grade, helping children feel at home is our chief concern. Getting acquainted is important. There are many new persons and situations to meet—the classroom teacher, the other children in the class, the schoolroom, the entire building and schoolgrounds, the principal and other teachers in the building. Talking together and sharing experiences is a helpful activity. It gives the teacher an opportunity to appraise speech habits, vocabulary growth, and general social and emotional habits. Talking together often reveals some of the children's problems. Children are encouraged to bring to school a beautiful shell, a shiny rock, or a pretty leaf—anything in which they are especially interested and that will encourage them to express themselves orally. The ability to express oneself is founded upon rich experiences. These experiences will help build a meaningful and useful vocabulary. The child should be able to relate simple events and stories. He should be able to discriminate between slight differences in form and sound. The presence or absence of any one or all of these conditions will determine the grouping of children for beginning reading and will indicate their readiness for reading.

We provide a rich background of experiences through the use of many story and picture books which are made available and which the children are encouraged to enjoy. Finding fun in stories and learning to love books are important factors in developing readiness for reading. Here again we like to have the children bring a favorite book from home to share with the group.

We provide pictures of all kinds—still pictures, moving pictures, slides, and filmstrips—to bring the outside world closer to the child's understanding. Excursions of various kinds are planned—some short trips around Taft and a few as far away as Bakersfield. All of these experiences are planned to give the child a greater knowledge of the world in which he lives and to give real meaning to many of the things he hears about.

Listening is important—listening to a discussion, listening to directions for playing a game or for some reading activity, listening to words, listening to simple stories and following their sequence.

We find that many first graders have a short span of attention. This may be partly due to immaturity, but is sometimes due to inattentive habits and to lack of experience in attentive listening.

At intervals children are tested, and after a few weeks of reading readiness activities the first-grade children are given a readiness test. Through this test we can usually determine which children are ready to begin to read and which children need more reading readiness. The length of time spent on readiness is dependent solely on the individual progress the children make.

With a strong background of reading readiness activities, first-graders will move easily into the first stages of beginning to read. Many of the readiness activities have served not only to provide the wide-range experiences necessary for acquiring knowledge and developing thinking capacities, but have also provided initial experiences in reading. Study habits and skills in reading formed at this first level frequently indicate possibilities for success or failure in the upper grades. Therefore, it is our responsibility to provide the most enriching type of reading program and with it to promote the fullest growth possible in every child.

Parents often ask us, "Do you teach phonics?" We certainly do. We teach phonics in every subject—reading, writing, arithmetic, and language. We are always listening for words that start alike, words that rhyme, and for ending sounds. It is impossible to teach first grade and not teach phonics.

Children who get a good start in reading, and who thoroughly enjoy reading, usually show keen interest in learning to write. Many children know how to print their names when they enter the first grade. Their first experience with writing in school is with manuscript writing. Manuscript writing is

the best form for beginners due to the simplicity of the letter forms, the unjoined letters, and the likeness to printed matter. If a child's name is written in manuscript he can copy it with very little help. All writing is closely supervised to prevent the children from falling into undesirable habits, such as starting letters in the wrong direction or even writing backwards.

In the first grade, children are introduced to another of the three R's, arithmetic. We are using an arithmetic workbook that provides experience in every type of number work within the first-grader's scope—the use of numbers, counting, matching, telling how many, size, shape, distance, basic number facts, combinations of a number of objects, measuring, the use of money, and telling time. The book is well organized and the children thoroughly enjoy it as well as learning all important number concepts and arithmetic processes. We consider each minute spent in arithmetic well spent.

Parents and teachers alike must be careful in their choice of words in explaining things to children. While we are sure of our own meaning and feel we have made everything clear we frequently leave the child confused. We do not always speak clearly or slowly enough and the children hear the wrong word or misunderstand our meaning.

Working with parents helps the teacher know more about the children and how they can best be guided. At the same time parents gain a better understanding of the school's aims and purposes and are in a better position to lend their support to the teacher's efforts. Parents should take an interest in the things the child brings home from school. They should be proud of his accomplishments and encourage him to talk about school but not press him too hard for this. It is not wise to compare his work with that of another child in the family or with work of other children in the neighborhood. Such a procedure frequently discourages a child and undermines his confidence. Every child must feel successful at something and should be given encouragement.

After kindergarten—all of this!

SOCIAL ATTITUDES OF CHILDREN REVEALED BY RESPONSES TO TELEVISION PROGRAMS

LLOYD SCOTT, *Teacher, Garfield Elementary School, San Leandro Unified School District*

The development of true concepts and healthy attitudes in the American elementary school child has long been considered an important responsibility of education. The advent of television has made available a powerful medium for forming concepts and attitudes in children. The influence of this medium on children has been partially evaluated [1] but its influence on formation of attitudes and concepts has received little attention.

A study conducted by the author identified a few concepts children have gained from television programs featuring law enforcement. The survey was made in the fall of 1951, and the results were reported in the spring of 1952. Findings were based upon 478 completed questionnaires returned by pupils, though many more pupils were involved in some phases of the survey. The children questioned were from two significantly different socioeconomic groups in the East San Francisco Bay Area.

The author believes that children's erroneous concepts and attitudes on law enforcement may arise from a variety and complexity of sources. An analysis of the influence of any single source can give at best only a partial picture. It is safe to assume, however, that television is a contributing factor in forming such concepts, since children will readily admit the overwhelming strength of television as a factor in their lives.

Responses to questions in the study were recorded for all grade levels and various socioeconomic groups. Specific questions and a summary of the responses follow.

[1] P. A. Witty, "Television and the Education Process," *School and Society*, LXXIV (December 15, 1951), 369-72.

1. *Do cowboys on ranches out in the country still have big fights and catch outlaws?*

Fifty-six per cent of the children believed this to be true. Little difference was found between responses from the high and low socioeconomic groups.

2. *Are the sheriffs on TV programs usually dishonest men?*

Forty-three per cent of the children stated they believed sheriffs on television to be dishonest. Forty-eight per cent of the low socioeconomic group and 38 per cent of the high group held this belief.

3. *Are our sheriffs today usually dishonest?*

Twelve per cent of the total group felt that sheriffs are dishonest. Little difference was noted between groups. The majority of yes responses came from children in grades two, three, or four.

4. *Are outlaws on these programs usually treated mean?*

Seventy-nine per cent of the total group felt that there was mistreatment of the western "badmen" by law enforcement officers on television programs. Little difference was found in the per cent of responses made by the two groups.

5. *Are criminals in big cities usually treated mean today?*

Fifty-seven per cent of the children answered this question in the affirmative. Fifty-two per cent of the high group made affirmative responses, 61 per cent of the low group.

6. *Do all cowboys on the program carry guns?*

Seventy-one per cent of the group concluded they did from observation of their favorite western television program. Little difference was found in the per cent of responses made by the two groups.

7. *Do cowboys on real ranches today carry guns?*

Thirty-three per cent of the group concluded that cowboys today do carry guns. Twenty-six per cent of the high group answered in the affirmative, 39 per cent of the low group.

8. *Is it OK for the Lone Ranger or Hopalong Cassidy to beat up outlaws to make them confess?*

The children upheld their heroes to a large extent—78 per cent. Little difference was discovered in the responses of the children in the high and low groups.

9. *Do we beat up criminals today to make them confess?*

Twenty per cent of the group felt that this was accepted practice for law enforcement agencies today.

10. *Is it OK for the Lone Ranger or Hopalong Cassidy to be dishonest to help him trick an outlaw?*

Eighty-two per cent of the group favored dishonesty if it aided the western hero. Eighty-six per cent of the low group answered in the affirmative, 78 per cent of the high group.

11. *Is it OK for police today in big cities to be dishonest to help them trick a criminal?*

Sixty per cent of the group felt it was OK to use dishonesty in law enforcement. Sixty-three per cent of the low group answered in the affirmative, 59 per cent of the high group.

12. *Do you think most of the outlaws on the TV programs were smart?*

Thirty-four per cent of the children answered that they did. Thirty-eight per cent of the low group made this reply, 29 per cent of the high group.

13. *Do you think today's criminals are smart?*

Thirty-three per cent of the group rated criminals as intelligent. Thirty-seven per cent of the low group made this response, 32 per cent of the high group.

14. *Do you think you would rather have lived on a ranch in stagecoach days than on one of today's ranches?*

Forty-four per cent of the group indicated a preference for the ranches they have become familiar with from television over today's ranches.

The results of this study indicate that television programs are having some effect upon children's attitudes toward law enforcement. This effect appears to be more apparent in children in a low socioeconomic group than in children in a high group. Although the evidence is by no means conclusive, it certainly provides food for thought and indicates an area for critical study and evaluation.

IT HAPPENED AT PROGRESS CORNERS

MARY C. EVANS, *Director, Elementary Education, Redlands Elementary School District*

There were three fifth-grade teachers who taught classes in the pleasant little town of Progress Corners, a fine small community which prided itself on its good, modern school system. Each teacher taught in a different elementary school in the district. Miss Ames was new to the district. She was young, fresh from college, gay, lovely, and sparkling with youth, vitality, and enthusiasm. Her pupils adored her at sight, and their admiration grew as the school year passed.

Miss Ames was a bit daunted, if the truth were known, when she thought about teaching the social studies. Reading, writing, and arithmetic, yes, but this California program of social studies—nothing in her experience had quite prepared her to cope with it. However, she studied *The Social Studies Program for the Public Schools of California,*[1] consulted with veteran teachers and the lone supervisor at Progress Corners. Then she pored over the fifth-grade units. Somehow she caught a vision. Westward Movement—why that was fun to study! Hadn't she been thrilled as a child to hear her grandfather tell of his trip to California in a covered wagon—true stories of the trail, dimly recalled even by him but enriched by the tales his father had told him once upon a time? If she could only help her pupils to catch some of the charm of those early California days which she had so often relived as a child in play under the great oak in the family back yard. Civic responsibility? Her grandfather had given her a pride in her state's history and her people through his stories of their self-reliance, wit, spirit of group

[1] *The Social Studies Program for the Public Schools of California.* Prepared under the Direction of the State Curriculum Commission. Bulletin of the California State Department of Education, Vol. XVII, No. 4, August, 1948. Sacramento: California State Department of Education, 1948. Pp. vi + 42.

responsibility, individual integrity, determination, and the ability to make much out of little. Perhaps she could inspire her pupils in the same way.

The fifth-grade class in Progress Corners' newest and most modern school building had a wonderful time that year. The classroom grew into a thing of beauty as the children and their teacher relived together the long journey west of a group of forty-niners. History, geography, science, literature, and all the skill subjects were used and therefore learned well, and the teacher and class together grew immeasurably toward the objectives Miss Ames had studied so conscientiously in the social studies bulletin. Sometimes the room may have become a bit noisy, it is true, and Miss Perkins, who taught next door and prided herself on being the traditional teacher of the city, pursed her lips and frowned, but children, parents, and Miss Ames all felt it had been a good year—and it was!

Mr. Barry taught in the oldest school in Progress Corners, a ramshackle group of buildings erected some 15 years ago as "temporary," but still used for the children in this section of town, the most crowded and most rapidly expanding section of Progress Corners. Mr. Barry had taught a year or two before his service in Korea. While he was over there he had done a lot of thinking. When he got home he vowed he would see to it that in at least one classroom children would get a better deal than he had had in school. He, like Miss Ames, was young, idealistic, and enthusiastic. He liked children and he liked teaching, but the situation where he found himself was a bit daunting. There were so many children and more coming every day. The building was old, the furniture outmoded, and the room so crowded it was impossible to think of trying to cram any "construction" into it. Then he had an idea. His pupils were television fans and he was too—for some programs. He could be enthusiastic about a unit on modern communication, but how could he make this Westward Movement business exciting with so little room to work in? He really got

started when one of the boys, a science fiction fan, said, "Mr. Barry, do you think we could pick up things that happened a long time ago on a radio or a television set?" He had wondered about that, too, and had let his imagination play with the possibility, so he said, "Wouldn't it be exciting if we could? Just think, we would then actually get to see history as it was being made before we were born." Thus was born Crowley School's Station 49, a sort of puppet stage where three-dimensional television re-enactments of a covered wagon trek were shown. The children worked hard making miniature stage settings, puppets, models of Conestoga wagons. They wrote scripts and devised lighting and sound effects. Mr. Barry was a stickler when it came to handling tools and to planning work carefully. His pupils learned more about some things—industrial arts and arithmetic, for example, than did Miss Ames' pupils. Soon the local service clubs learned what the class was doing and asked to have the show "televised" for them. It was a fine unit and a good year, full of history, geography, and the skills with the social studies program objectives woven all through it.

Miss Cass taught in Daniel Boone School. Daniel Boone—what a name for a Westward Movement unit! It was an old school, too, where many of the sons and daughters of the more prosperous business and professional people went. Miss Cass had taught many of the parents of her present pupils. She was a real veteran, loved and respected by at least two generations of Progress Corner folk. She was one of those teachers who seem to have a knack for creating order and beauty about her. Her registers and records were the delight of her principal. Her classroom was a place of serenity and beauty but a place where busy children caught something of her skill. Through the years she had taught the Westward Movement many times. Each year she vowed she herself learned something new. A novice watching her among her pupils, groups here and there learning to work and plan together as they gained insight and appreciation of their state's history, would have thought "How easy teaching is!" But we who taught with her knew how great and

fine an artist she was and how much skill it took to do the fine job she was doing.

Three good teachers, each with something to give children neither of the others could give so well. They did not teach alike. Their classrooms never remotely resembled each other, but they had some things in common. Each knew what he hoped his pupils would learn during the year. Each knew what he wanted to teach and as he taught he discovered with his pupils what learnings are really important, what knowledge is truly to be treasured.

STRENGTHS AND RESOURCES IN THE DEMOCRATIC SCHOOL[1]

HELEN HEFFERNAN, *Chief, Bureau of Elementary Education, California State Department of Education*

Implicit in the subject "Strengths and Resources in the Democratic School" are certain agreements concerning what we mean by a democratic society and what we believe are the characteristics of a school that genuinely serves to maintain and expand the democratic faith. Every thoughtful teacher probably has his own answer to the question: What do we mean by a democratic society? Volumes have been written in man's effort to make articulate our political and social philosophy. We recognize democracy as the best system human beings have yet devised to free the human spirit to be and to do its best. Democracy is a way of running life on an ethical basis. What are the fundamental values of democracy and how are they best developed through the efforts of teachers in schools committed to democratic ideals?

No challenge in education today has greater vitality than education for democratic relationships. Not only must such education apply to all groups in our own culture, but we must find the ways it applies to all peoples throughout the world. What price education if we must see a third generation of our youth give their lives in the defense of democracy? The most important thing in the world today is how people treat people.

People everywhere are becoming aware of the increasing peril to civilization. People everywhere are becoming increasingly concerned about man's growing power over material things. At the same time, people are becoming profoundly concerned over man's backwardnes in social and in moral disci-

[1] An address delivered at the Annual Conference of Association for Childhood Education International, Denver, Colorado, April 7-9, 1953.

pline. The biggest problem humanity faces is that of emotional maturity. The only hope of mankind is through progress in the improvement of human nature. Civilization cannot endure if men and women who handle the present resources of physical science remain primitive in their attitudes toward other human beings.

FUNDAMENTAL PRINCIPLES OF DEMOCRACY

Two ideas are fundamental in the democratic faith. The first is *respect for the value of individual lives and personalities.* The second is that *each person shall consider the welfare of the group of prime importance, but the group must in turn consider the development of each individual as necessary to forward the highest achievement in group living.*

In recent years, education has moved from mass treatment of girls and boys to increasing adjustment to individual differences. Sometimes teachers wish children were all alike—it would make teaching easier. But each child is a custom job—no two are alike. Respect for the value of individual lives and personalities makes it necessary for teachers to know as much as they possibly can about each child. When we consider our complex democratic society, we are glad of the wide range of individual variation because of the wide diversity of jobs needed to be done.

DIFFERENCES MANIFESTED IN AN "AVERAGE" CLASS

Let us look at the problem through the eyes of an American teacher. Joyce Monroe is the teacher of the eight- and nine-year-old group at Blackberry Lane School. She loves and understands children and serves them well because she actually knows the potentialities of every child and holds realistic expectancies for each one. Joyce knows that her group might be called an average class. She has one pupil who is definitely mentally retarded; she believes that with reasonably good educational opportunity suited to his needs, he may never become a candi-

date for institutional care. In fact, he will probably marry, have a family, and work industriously at a simple but necessary job in the community. Joyce recognizes two children whose intelligence would be classified as "borderline," and four, or possibly five, who are "dull" or slow learners. She is particularly concerned about these six or seven children because from this group usually come the delinquent, the socially maladjusted, and the emotionally disturbed members of our society. Joyce believes, however, that if she and other teachers can help these children to acquire wholesome self-respect and self-reliance through success in school tasks which they can do and enjoy doing, they can become well adjusted and serve as the less-skilled workers every community needs.

At the other end of the curve of intellectual capacity, Joyce has classified four, or possibly five children, as bright, two as very bright, and one as actually gifted. The leadership for the future probably will be found among these seven or eight children. Joyce is fully aware of the need to study the special interests and capacities of each of these bright children and plan opportunities for them to develop their talents with due social concern.

Between these two extremes, Joyce sees 14 of her pupils as the sturdy, so-called "average" children who are able to cope successfully with the developmental tasks of eight- and nine-year-olds. But the individuals who comprise the total group are confronted with other problems which will require Joyce's special help and understanding. Six of the children have a slight speech defect; one child is seriously defective in speech. Four children are emotionally disturbed. Joyce is distressed that all of these children are boys. Could it be that boys tend to show their frustrations through aggressive behavior and so are more easily identified? Could it be that the shy and withdrawing little girls are showing emotional disturbance also but in a way less annoying to the teacher and the other children and so the emotionally disturbed girl tends to be overlooked? The orthopedically handicapped child in the group seems to have made

a good adjustment to his postpolio crippling and is popular with his fellows.

Two or three of the children have serious and recurrent health problems. One child has a serious hearing loss. One child comes from an economically impoverished home and actually lacks basic needs of food and clothing. His home affords no privacy for the members of the family. Four children come from broken homes or homes where parents are ill. Four children come from homes in which a foreign language is spoken; in two of these there is an actual cultural rejection of the mores and language of the majority culture. These problems are by no means equally distributed—many of them will spiral. For example, a dull child with serious health problems comes from a home in which both parents are alcoholic.

Joyce recognizes all of these differences. She knows that each child is different and brings the problems of his family relationship, the impact of his neighborhood, and his background of experience to school with him every day.

DAY-BY-DAY LIVING IN SCHOOL

How can Joyce translate this basic principle of democracy—respect for the value of individual personalities—into day-by-day practice in school for this widely divergent group which represents normal expectancy in any classroom? She knows that although each child is different, all children have common needs. In meeting these common needs, Joyce will be most likely to meet the individual needs of her pupils. These needs have been expressed by psychologists in a variety of ways. Educators, generally, accept a classification which includes the same specific needs. All children have need for

1. A sense of belonging, of being wanted
2. Love and affection
3. Achievement and recognition
4. Emotional security
5. Freedom from fear

6. Freedom from intense feelings of guilt
7. Self-respect
8. Driving purposes
9. Understanding of the world in which they live

Although Joyce realizes that the school cannot meet all these needs, she does not feel too frustrated. Under the limitations imposed by mass education, she knows that she cannot meet every need for every child. Perfection lies outside of the realm of reality, but she does know that many things can be done to meet a great many of the different needs of the children entrusted to her care.

Joyce knows that families have a profound influence on children, that the home is the first teacher, but she recognizes the responsibility of the school to work with individual parents and groups of parents to build understanding of the developmental needs of children. Joyce knows that communities carry on a vivid brand of education or miseducation but she also knows that by working with parents and as concerned citizens in the community teachers can wield a tremendous influence in improving the conditions under which children grow and develop.

As Joyce views her group of eight- and nine-year-olds, she realizes that their successful participation in American society will require certain specific learnings.

Children need to develop skill in the use of the tools of learning and communication. They need to learn the value and follow the practices of good health. They need to acquire a system of values which will give direction to their day-by-day behavior. They need to discover and release their creative potential. They need to learn the techniques of effective group living. They need to understand the relationship of their home and school to the life of their community. They need to understand their community in relation to national and worldwide concepts of social living. No child is born with this equipment for finding his place as a participating member of his world;

these are the tasks for which education in his home, in his school, and in his community has responsibility.

Joyce sees the magnitude and the social significance of her work. Her professional education has led her to an acceptance of scientific evidence on how children learn. She thinks of the experiences the school provides in terms of their value in stimulating these natural drives to learning.

SIX DRIVES TO LEARNING

What are these drives to learning? Joyce knows that every child has a natural drive

1. To be physically active
2. To satisfy his curiosity
3. To share and communicate
4. To manipulate and construct
5. To recreate life about him through dramatic play
6. To express himself aesthetically

Joyce uses these six drives to learning in every experience she anticipates and provides for her pupils. She recognizes as her first task the creation of a stimulating physical and social classroom environment rich in wholesome challenges to social living and learning. She aims at making her classroom a genuine laboratory for democratic social living. Joyce asks herself: What can I put in the environment to stimulate the curiosity of these children? What can I provide which will make the children wish to share and communicate with one another? What materials will stimulate them to manipulate and construct? What materials will make them wish to engage in dramatic play? How can I provide a variety of means through which these children can satisfy their desire for aesthetic expression? Education is the result of the interaction of the learner with his environment. So Joyce thinks that a rich environment will stimulate the highest degree of interaction.

Of course, Joyce knows that the social environment is probably more important than the physical environment the class-

room provides. The teacher is the most important person in the social environment because she creates the climate in which learning takes place. If the teacher is a socially sensitive person with a genuine affection for children, she can create with her own personality the social climate conducive to learning. Such a teacher sees that no child in her class feels rejected or unwanted. She provides the opportunity for children to interact with the other children; she utilizes dramatic play and dramatization, group planning and discussion, committees working on large and small projects.

Joyce is not afraid to work with her principal and other members of the administrative staff to secure the environment in which effective learning takes place. She knows that a good environment requires sufficient space, flexible seating and working arrangements; a wide variety of materials of instruction including books with a range of reading difficulty; wood, tools, workbenches; cloth and materials for costumes; toys; paint and easels; clay; large wrapping paper for maps and murals and scores of other items essential for effective teaching.

Joyce knows that learning is not limited to the classroom. She plans to use the resources of the community. Firsthand experiences are the best way to learn, so study trips will be planned as needed. The people of the community will be invited into the school to share their knowledge or their skill with the children. Joyce knows that members of the community respond readily to invitations to help induct children into the world of adults through shared experience.

What Constitutes a Democratic School?

How can the principal in Joyce's school know whether Joyce and her colleagues are really translating these basic principles of democracy into the day-by-day living with their groups? In a truly democratic school, we find the following situations.

1. Children are carrying on activities and doing work which interests them because it forwards their purposes and makes living richer for them. Child interest is an important criterion

for evaluating any teaching-learning situation because interest is evidence of awakening power.

2. Children are engaging in a variety of different activities under the guidance of a teacher who understands the individual differences represented in the group. The traditional recitation or study period with every child doing the same thing at the same time has disappeared in schools endeavoring to adjust instruction to individual children.

3. Children have opportunity to make choices. Group planning for work periods, for committee projects, for dramatic play provide opportunity for learning to make sound choices. The process of learning to make wise choices is one of the most important lessons the school can teach.

4. Each child is being treated with consideration and respect by his teacher and by his classmates. Recognition of the sanctity of human personality demands that every child be well treated in our schools. The mental health of our country is jeopardized unless every child's self-respect is protected. One in every ten of our population actually breaks under the tensions and pressures of modern life and become life's failures. Even more people are at odds with themselves and their environment and so lead half-lives. School is one place where we can deal with these problems before they become impossible to solve. Schools can become more concerned with the preventive angle of this problem of mental health; this means more concern with current school practices that induce tensions in children.

5. Finally, children are learning to work in groups and use group processes. Social values are being taught; children are learning to contribute to the group; and the group is learning to accept and respect each child's contribution. Individuals are respected for their contribution regardless of differences in color, national background, and social or economic status.

If Joyce's principal accepts the democratic way of life to live by in his heart, he will evaluate her work, then, in terms of (1) the degree of interest the children manifest in their work;

(2) the degree of adaptation of school experiences to individual differences; (3) the opportunity afforded for children to participate in planning and to learn to make wise choices; (4) the respect accorded each child in the class group; and (5) the opportunity children have to work in groups and learn the social tools and techniques for effective group action.

Every school in America has strengths and resources which will contribute to the task of helping to develop democratic persons. Homes and communities must become full partners in the enterprise; the school cannot do it alone. What is a democratic person? A democratic person has

1. Self-respect, self-regard, self-reliance
2. Respect for the personality, property, and culture of others
3. Ability to co-operate and get along well with others and adjust to situations and people
4. Ability to act responsibly and courageously in accordance with accepted personal and social values

No one can underestimate the magnitude of the task of helping children to become democratic persons. The greatest strength and resource America has is the socially aware teacher who consciously strives day by day to realize and exemplify these qualities of a democratic person through her living and in her work. Teaching is a dynamic process. No one stands still in the teaching profession. No group in our society has learned better than teachers how to co-operate in a willing and friendly spirit. No group has learned better than teachers how to feel and express appreciation for others. Teachers generally face the reality of meeting widely different human needs. No group in our society shows greater willingness to accept responsibility. Our great strength and resource in maintaining the democratic faith are the devoted teachers in the schools of America.

o

printed in CALIFORNIA STATE PRINTING OFFICE
91840 12-53 6500

ADVISORY BOARD, 1953-54

Virgil A. Anderson, Professor of Speech and Drama and Director, Speech and Hearing Clinic, Stanford University

Mrs. P. D. Bevil, President, California Congress of Parents and Teachers, Sacramento

Fred C. Beyer, Superintendent of Schools, Stanislaus County

Mrs. Blanche Bobbitt, Supervisor of Health Education, Los Angeles Public Schools

Bert G. Chappell, Principal, David Lubin Elementary School, Sacramento; and President, California Elementary School Administrators Association

George W. Clark, Superintendent of Schools, Merced County

Donald M. Cleland, Principal, Will Rogers Elementary School, Santa Monica

Kenneth H. Dobelbower, Regional Director, National Citizens Commission for the Public Schools, Sacramento

Ruth Dodds, Co-ordinator and Director of Curriculum, Sacramento County; and President, California School Supervisors Association

Harriet S. Easley, Principal, Center Elementary School, Manhattan Beach

Mary C. Evans, Director of Elementary Education, Redlands Public Schools

Irvin C. Futter, Professor of Education, San Francisco State College

Martin P. Gunderson, Superintendent, Westside Elementary School District, Fresno County

Cecil D. Hardesty, Superintendent of Schools, San Diego County, and Past President, California Association of School Administrators

Victor M. Houston, Chairman, Division of Education and Psychology, Chico State College

Arthur W. Howard, Superintendent, Yermo Elementary School District

Roderick G. Langston, Head, Department of Elementary Education, Los Angeles State College of Applied Arts and Sciences

Mrs. Lorene E. Marshall, Director of Curriculum, Office of the County Superintendent of Schools, Riverside County

Elnamae Olson, President, California Association for Childhood Education, El Cerrito

Mrs. Grace C. Ricketts, Co-ordinator of Health Education, Physical Education and Family Life Education, Office of County Superintendent of Schools, Alameda County

John T. Robinson, Assistant Professor of Education, San Francisco State College

Mrs. Ruby V. Rogers, Co-ordinator-Consultant, Office of County Superintendent of Schools, Kern County

Mrs. Uriel L. Shields, Assistant Co-ordinator of Elementary Education, Stockton Public Schools

William C. Shriner, Director of Curriculum, Napa County

Verdun Trione, Psychologist, Office of County Superintendent of Schools, Sonoma County

John T. Wahlquist, President, San Jose State College.